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The experientially-poor child who has heard little adult conversation directed at and for him is ill-prepared for beginning reading. His learning activities should be planned to include experience, real and/or vicarious, before he is involved with the symbolic representation of the spoken or written word. The child should have developed strong listening habits and have gained the ability to hear gross and fine likenesses and differences. He should have also developed visual acuity to the point of seeing gross and fine likenesses and differences.

A program compensating the experientially poor child should provide auditory and visual readiness, stressing beginning sounds and using objects and pictures. By the end of the program (the end of the kindergarten year), the child should be familiar with the sounds of the initial consonants and should recognize the letter names belonging to them. At no time should isolated initial consonants be taught. The sound should be attached to a spoken word. Instructions should begin with the easiest sound for a child to produce, "m." From there, instruction should proceed to the explosive, "p," "b," "t," "d," and then to the other consonants.

Teaching the "m" sound should begin with having the children watch the teacher form "m" with her lips holding up an object starting with "m." The children would then repeat her procedure while at the same time holding up the object she showed them. The process should then be repeated using pictures.

Specific suggestions for introducing other sounds are listed.

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A PROGRAM OF BEGINNING SOUNDS FOR THE YOUNG CHILD

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GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL DISTRICT OF PHILADELPHIA

BEGINNING SOUNDS FOR THE YOUNG CHILD

To enter easily into beginning reading, a child should bring with him a certain level of development in the communication skills. He should come to school with an active vocabulary of between 2,500 and 8,000 words and a passive vocabulary of between 18,000 and 24,000 words. The youngster from the middle and upper income home who has had much personal adult attention brings this background to school with him. The experience-poor child who has heard little adult conversation directed at and for him thus comes ill prepared for beginning reading. His learning activities must therefore be planned to include experience, real and/or vicarious, before we involve him with the symbolic representation of the spoken or written word. To go readily into reading, the child must also have developed strong listening habits with the ability to hear gross and fine likenesses and differences. Later he must also have developed visual acuity to the point of seeing gross and fine likenesses and differences.

The average child has had a rich background of language experiences before coming to school. He has met rhyming sounds through Mother Goose. He recognizes some letters of the alphabet, particularly his initials. Therefore, the child who has had little opportunity for language development, who comes to school with impoverished communication skills, needs programs to compensate for this lag. The intent of this program is to provide auditory and visual readiness, stressing beginning sounds and using objects and pictures. By the end of the program, which will extend through the kindergarten year, the children should be familiar with the sounds of the initial consonants and should recognize the letter names belonging to these. At no time will there be the teaching of isolated initial consonants. The sound will be attached to a spoken word. However, by spring the children should know, for example, that ball, book, baby, and button all begin the same way.

and that they all begin with a B. They should also recognize the letter b - B when they see it. Based on the belief that the learning process should go from experience to vicarious experience to symbolic representation, we will, in introducing our beginning sounds, go from objects to pictures to letters.

The easiest sound for a child to produce is the M or humming sound. This is produced early in infancy. We shall begin, therefore,with the M sound. We shall proceed to the explosives p, b, t, d, which are also easy, and then go on to the other consonants. In any program of sounds for young children, it is wise to remember that some children do not acquire the ability to produce certain sounds, as l or w, until they have reached the age of six plus or even seven. The lessons described below are intended for group presentation. We must remember also, that some of the children may prove too immature for the group learning process. A one to one situation (one adult to one child) might be necessary for this child.

Introducing the "M" Sound

(Necessary equipment - M objects and pictures)

- Gather together five or more objects beginning with the M sound (e.g. - money, monkey, marble, milk bottle, music box, mop, muffin, mirror). Also gather a half dozen or more pictures.
- Gather the children around you. Tell them that they are about to play a new game.
- Say to the children, "Watch my lips."
- Tuck in lips in exaggerated fashion.
- Hold up first object and say "Marble," stressing the M.
- Hold up second object and say "Mirror," stressing humming sound.
- Repeat for all objects.
- Repeat process, having children repeat the M words.
- Go through this process several times, letting the children handle the objects.

- Repeat the process, using the pictures.
- Ask the child why all these objects and pictures were put together.
- If they do not discover the reason, tell them that they all begin with the same sound - the M sound.

(End of first lesson)

- Repeat process on second day.
- Review reason that the objects and pictures are together.
- Introduce capital letter.
- Have child repeat names of objects and pictures. After each one, say it begins with M and show letter M.

- Repeat process on third day, using new objects and pictures if possible.
- Introduce m as lower case letter (if children are under five use only capitals.)
- Review capital M.
- Introduce jingle* Repeat several times.

- Repeat process of using objects and pictures on fourth day.
- Review letters.
- Repeat jingle.
- Have children find things in room that begin with M sound. Be sure to have M things around the room.

- On fifth day allow children to bring in things that begin with M sound.
- Review jingle. Let children say it with you.
- Have children find letter M among plastic or cut out letters in pile of letters.

Note * - Jingle for M.

M is for mother
M is for moon
M is for milk
That we will have soon

Introducing the "B" Sound

(Necessary equipment - B objects and pictures.)

- Gather together five or more objects beginning with the "B" sound. (For example - ball, book, bottle, bag, box.)
- Gather the children around you. Tell them that they are about to learn a new sound in their sound game.
- Say to the children, "Watch my lips." Tuck lips in. Hum as you blow out. (These instructions may be given to children who need help in making sound.)
- Hold up the first object. With exaggerated lip movement say, "Ball."
- Hold up second object and say, "Book."
- Repeat for all objects.
- Repeat again, this time having the children repeat the names after you.
- Go through this process several times.
- Repeat the process using seven or eight pictures.
- Then ask the children why you put all these things together. If they do not discover that they all begin the same way, tell them that they do and have them listen to the objects and pictures one more time.

- Repeat process on the second day.
- Review the reason that the sounds are together.
- Show letter as capital.
- Have children whisper B pictures again. Introduce jingle*.

- Repeat process on third day, using new pictures.
- Introduce b as lower case letter.
- *Repeat jingle several times.

- Review letters (small and capital).

- Repeat process on fourth day.
- *Repeat jingle.
- Review letters.
- Have children find other things in room. (Be sure there are some that belong to B family).

* B is a bunny
B is a ball
B is a bumblebee
Buzzing over all.

Note - Continue with review lessons for one more week.
Add puzzles to be filled in with B words.

Introducing the "T" Sound

(Necessary requipment - T objects and pictures).

- Gather together five or more objects beginning with the T sound. For example - tie, toothbrush, towel, top, turtle, telephone, table. Also gather 5 or more pictures beginning with T.
- Gather the children around you. Tell them that "We have a new sound in our sound game today."
- Say to the children, "Watch my lips." (Lips and teeth slightly apart-tongue behind upper teeth. Blow down with humming sound)
- Hold up the first object. With exaggerated lip movement say, "Tie."
- Hold up second object and say "Top."
- Repeat for all objects.
- Repeat process. This time have the children repeat the names after you.
- Go through this process several times.
- Now, using your pictures, repeat the process.

- Again let the children discover why all the pictures and objects were put together.
- Show them a very large letter T.

- Repeat process on the second day.
- Review the reason that the sounds are together.
- Review capital letter.
- Show letter in lower case.
- Repeat picture names.

- Repeat process on third day, using new pictures.
- Show T as lower case and capital. (Teach word capital.)
- Introduce T jingle.
- Have children repeat jingle.

- Repeat process on fourth day.
- Add finding of things in room that begin with T sound, and finding of letters.
- Repeat jingle. Have children say jingle.

T is a turtle
T is a ton
T is a top
We toss down for fun.

The Other Letters

- Now introduce the other explosive sounds of P (tuck lips in and blow out) and D (the voice sound of T)
- Continue in same pattern of lessons for the other consonants. Try to vary the types of repetitions.

With this type of auditory and visual experience, your children will be better prepared for the world of first grade which is awaiting them.

11/17/64

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